



Types of Early Childhood Literacy

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ABSTRACT

In the world of education, literacy is one of the developmental tasks of children that must be stimulated from an early age, as well as everything related to letters and numbers. In practice, this ability involves reading and writing letters and numbers. Literacy education for early childhood certainly really needs to be developed. Literacy development in children is closely related to children's reading and writing abilities. Apart from that, literacy activities are also related to the ability to access, absorb, analyze and communicate information. Early childhood literacy is an important foundation in children's cognitive and social development. A literacy environment is useful for building children's interests, one of which is interest in reading and writing. Reading readiness is very important to develop so that young children can develop a basic understanding of letters and sounds before formal learning at school. The research method is a qualitative approach with data collection techniques in the form of case studies from research journals, books and articles that discuss topics raised by the author which is usually called literature studies.

1. Introduction

Literacy development is important for early childhood. Because literacy will be a provision for children when they grow up. Of course, in the development of early childhood literacy, the role of parents and teachers is needed. Because children are the best imitators, so give good examples to children and avoid negative behaviour in front of children. In early childhood education, adults are needed who should pay attention and stimulate the growth and development of children. (Hasanah & Deniatur, 2019).

Early childhood literacy is the ability of children to access knowledge information through reading activities, the ability to think and also the ability to write skills. Early childhood literacy is also early literacy for early childhood that is tailored to their level of development. It is further clarified that this literacy ability will later become a provision for children to be used in everyday life. This is very influential on children's development as adults. Literacy can also help increase all the potential that exists in children. (Abidin, Mulyati, & Yunansah, 2018)

Preparing children to be ready to read can start with how children can develop letters and sounds (Hasanah, 2022), before entering primary or formal school children have been equipped with an understanding of letters and sounds. Preparing children to be ready to read can start with how children can develop letters and sounds (Hasanah, 2022), before entering primary or formal school children have been equipped with an understanding of letters and sounds. Aspects that need to be developed at this age include cognitive, linguistic, moral, physical, intellectual, emotional and moral development (Sit, 2015).

Based on psychological development, preschool children are not well prepared to receive reading, writing and counting materials. Learning calistung requires a concrete and structured way of thinking, so it is feared that if taught under the age of 7 years, children will lose their play period

and will experience psychological pressure because they are required to master material that is not in accordance with their developmental stage. If this continues, it will interfere with the child's learning process in the future. Early childhood literacy is one of the most important topics in children's education, especially in their developmental stage of 0-6 years old. This age is known as the golden age of brain development, where children experience rapid growth and development in various aspects, including language and literacy skills. Therefore, literacy learning in early childhood plays a crucial role in building the foundation of language skills that will affect their success in the next level of education.

Neuroscientists agree that early childhood is a period of rapid formation of brain cell networks, so good stimulation is needed from the environment so that optimal child development can be achieved. The introduction of literacy in early childhood can be done by developing language skills first. Language development can start from the living environment, so the living environment has a big influence on child development (Mansur, 2013). Literacy in early childhood is not only limited to the ability to read and write, but also includes language skills, listening, speaking and understanding information through various media. Along with the rapid development of technology and information, literacy is a basic skill that must be possessed by every individual to be able to adapt to a changing world. Children who have good literacy skills from an early age will find it easier to access knowledge, communicate effectively and think critically.

Early Childhood Education (ECE) functions to provide reading, writing and counting stimulus that must be adjusted to the child's developmental level. So, it is important for PAUD to educate parents about the goals of early childhood education and its limitations so that children's literacy activities at home and at school can be aligned and in accordance with the age of child development, because parents or families are the first environment that forms the basis of children's knowledge.

Teachers' and parents' perceptions of early childhood literacy stimulation can be an illustration of the importance of early literacy and their expectations of the results of early literacy activities. According to Gibson (1989), perception is the process of giving meaning to the environment. By knowing the perceptions of teachers and parents, it can at least provide a view on the meaning of early literacy stimulation in early childhood for teachers and parents, although in reality the perceptions and roles played can be different.

Permendiknas number 58 of 2009 concerning early childhood education standards explains that the early childhood development phase is only introduced to the concept of numbers, number symbols, letter symbols and recognise various numbers, vowels and consonants. Children also learn to recognise symbols, imitate letters, make meaningful scribbles, read their names and write their names. From this explanation it can be concluded that the level of developmental achievement desired by the government for early childhood is just knowing and knowing in terms of reading, writing and counting.

Therefore, there should be no demand for early childhood to be able to read, write and count. Literacy education for early childhood certainly needs to be developed. Literacy development in children is closely related to the ability to read and write in children. In addition, literacy activities are also related to the ability to access, absorb, analyse and communicate information. Early childhood literacy is an important foundation in children's cognitive and social development. The literacy environment is useful for building children's interest in reading and writing. Reading readiness is very important to develop so that early childhood can develop a basic understanding of letters and sounds before formal learning at school.

2. Method

This teaching practice aims to make it easier for early childhood to understand the concept of calistung by providing basic skills to produce children's understanding in the development of cognitive and physical motor aspects through the method of learning while playing. Teaching practice activities at RA Asybaluna, Barumun District, Padang Lawas Regency, since 6 November 2024. The implementation method that occurs in this practice is the direct teaching method. Teaching activities begin with opening activities, core activities, and closing activities. This study uses an integrated quantitative and qualitative approach in an effort to improve reading, writing, and counting skills in early childhood. The methods used involved data collection through observation, tests, and interviews.

3. Results and Discussion

In short, literacy is also defined as highlighting the skills that children need to cope with the demands of the new century. Literacy encompasses a complex set of abilities. In simple terms, literacy is a combination of wordreading skills and knowledge-based literacy competence. Literacy in the context of School Literacy is the ability to access, understand and use things intelligently through various activities, including reading, viewing, listening, writing and/or speaking. Literacy is a comprehensive effort to make schools a learning organisation whose citizens are lifelong literates through public engagement. (Retnaningdyah, 2016).

Literacy can be defined as a set of practised skills and knowledge that serve as the basis for learning, communication, language use and social interaction. Literacy ranges from the basic ability to read, write, listen, and understand, to higher-level processing skills where learners are able to infer, interpret, monitor and decipher what has been learnt, as well as being able to write down ideas as a result of knowledge gained with experience. (Marwany & Kurniawan, 2020). At this point, advanced literacy is perceived as a prerequisite for adult success in this century. Literacy is not just the ability to decode words or read text (reading and writing). Rather, literacy means the ability to use reading in terms of gaining access to the world of knowledge, to synthesise information from different sources, to evaluate arguments, and also to learn completely new subjects.

From the linguistic aspect, literacy can be seen as the product of an array of component skills, all of which are necessary for high-level ability, namely the ability to comprehend reading sources comprehensively, related to all content and linguistic aspects in it. For example, literacy related to understanding phonology, letter knowledge, automaticity in reading letter order, and lexical access can be identified as key components of reading skills. For this reason, literacy as an activity of understanding texts through good reading. Literacy is considered to have a tendency to mean reading activities as a singular, integrated capacity, and to be a component in the teaching or assessment of reading (Marwany & Kurniawan, 2020).

On the other hand, the boundaries of literacy can be seen as an individual cognitive achievement, as an activity exemplified by 'understanding a book.' Indirectly, it can be seen as a collaborative activity that is essentially interactive in nature embedded in social goals, even as the act of reading itself is solitary. This view sees literacy (reading and writing) as a primarily psycholinguistic process within the head, a process that involves the development of new neural pathways and organisation and which is subject to the risk of failure due to anatomical or neural processing factors. (Marwany & Kurniawan, 2020). Literacy can be seen as dependent on instruction, with the corollary that the quality of instruction is key. This view emphasises the developmental nature of literacy, children's passage through literacy stages, where reading and writing tasks change qualitatively and the role of the instructor must change accordingly (see Chall, 1996). Literacy can be seen as a natural product of growing up in an educated society, easily acquired without explicit instruction if motivation and opportunities for practice are available. Those with a natural view minimise attention to developmental change by attributing equal value to different forms of participation in literacy. (Marwany & Kurniawan, 2020)

From the various opinions above, it can be concluded that literacy is (1) the ability to access and understand information and knowledge through intensive reading activities; (2) which then individuals are able to think as a form of ability to understand, interpret, interpret, and contextualize information and knowledge in accordance with their life experiences; from (3) these reading and thinking activities individuals can have ideas and ideas that can be actualized in their lives in the form of works, one of which can be documented through written works. These three things then become the main foundation in understanding the definition of literacy from various sources.

Types of Early Childhood Literacy

The scope of literacy such as the concept of language skills is divided into four aspects or commonly called "Caturtunggal Bahasa" or language skills. In linguistics, language skills are important for a student in particular, because when people can master language skills a person will be easier to capture lessons and understand a point. Farid Ahmadi et al (2019), long ago divided language skills into four aspects. The four aspects are:

Reading Literacy

Reading is a skill that is useful throughout life. According to Laily, reading ability is the ability to understand and recognize words in reading. Reading is defined as an effort to understand and use various types of text to achieve a goal. The purpose of reading is to develop one's knowledge. So, reading is defined as an activity to understand the meaning and use information in a reading. By having the ability to read children will easily complete tasks and can understand lessons easily. (Abdul Kholiq, 2018). Abidin argues that reading is a series of activities carried out by students to have the ability to read." Reading is done not merely to read but to develop skills, students' ability to understand, criticize a written discourse. Reading is part of the process of education and with education students will develop their potential and make students think rationally about what they have read, heard and seen. (Khasanah & Cahyani, 2016).

Writing Literacy

According to Marwoto, writing is an activity to express ideas, ideas, knowledge and experiences through written language." In the world of education, writing is taught from an early age. Although writing is not the main aspect for early childhood, but with the ability to write will help him when learning and further education. According to Lado in Ahmad Susanto, writing is the ability to imitate and describe symbols naturally." Writing activities are not obtained naturally but must be diligent and routinely practiced. Learning to write can be done with an approach through stories. (Mahmud, 2017).

In relation to the definition of writing above, writing literacy should be interpreted as a process that aims to develop students' writing skills. Teachers must equip students by using writing strategies that are appropriate to their stages. With the collaboration between teachers and students, the students' writing literacy program. Teachers must equip students with writing strategies that are appropriate to their stages. With collaboration between teachers and students, the writing literacy program at school will achieve satisfactory results, and without collaboration between teachers and students, children's language skills will not develop. (Susanto, 2011).

Listening Literacy

Since the beginning of life listening has been used. The first sense of hearing is used to listen before reading, writing and speaking. According to Tarigan, listening ability is the ability to listen and respond to the content of the story. Theoretically listening is different from listening. Listening is a passive receptive language from the sense of hearing as well as listening intentionally or aimlessly. Listening is an active listening activity to obtain messages and information from someone orally. Listening is an active activity to understand the subject by communication (memory) and interpretation (thinking).

Listening is an important aspect to achieve learning goals, especially language. Listening involves sound and speech and gives meaning to the communication conveyed. The factors that affect listening ability according to Bromley's opinion are: Listener factors, this relates to the level of understanding of the information that has been conveyed, situational factors, situational factors related to the child's environment, to absorb information to avoid noise and sound disturbances, speaker factors, the speaker in this case of listening means that the teacher must be able to convey information in various ways (redundancy) so that children can listen actively. (Anggraini, 2019).

Speaking Literacy

Language and speech are inseparable. Hurlock argues that language is a form of communication that is generated from thoughts and conveys meaning to others." Children acquire language from the vocabulary they speak and spoken by others. According to Brown & Yule, the ability to speak is the ability to pronounce the sound of language. If the child does not have a vocabulary, the child will have difficulty in conveying messages or speaking. Children learn to speak to fulfill their needs. Children will speak fluently when they are ready to speak and have vocabulary. There are two aspects that can affect early childhood speech, namely cognitive aspects and language aspects. (Zubaidah, 2004).

The development of speech is a development that will get better every day, which is divided into several periods, namely the preverbal period, early lingual period (early verbal), differentiation period, and maturation period. From each stage of the speech development period, there are several aspects in it, namely Phonological (early childhood learns to organize sounds / sounds into meaning / language), Semantics (the stage of the ability to understand language), Syntax (the stage of the ability to place words into a sentence), Morphological (the stage of the ability to distinguish word forms and sentences), Metalinguistic (the stage of the ability to speak and speak correctly),

4. Conclusion

Based on the above explanation, it can be concluded that literacy is (1) the ability to access and understand information and knowledge through intensive reading activities; (2) which then individuals are able to think as a form of ability to understand, interpret, interpret, and contextualize information and knowledge in accordance with their life experiences; from (3) these reading and thinking activities individuals can have ideas and ideas that can be actualized in their lives in the form of works, one of which can be documented through written works. These three things then become the main foundation in understanding the definition of literacy from various sources. Farid Ahmadi et al, long ago divided language skills into four aspects: reading literacy, writing literacy, listening literacy and speaking literacy. Literacy is a very important basis for early childhood. With literacy, children will get used to reading and writing. Early childhood will experience positive habituation. Slowly children will love their literacy materials. There are several reasons why literacy education needs to be implemented from an early age, namely training children's basic abilities to read, write and calculate, developing critical thinking skills, and preparing children to enter the school world.

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